



**THE AUTHENTIC MATERIAL USED BY THE STUDENTS
OF ENGLISH EDUCATION DEPARTMENT,
MURIA KUDUS UNIVERSITY IN TEACHING PRACTICE PROGRAM
(PPL) AT SMA 2 KUDUS IN THE ACADEMIC YEAR 2012/2013**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2013**



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SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirements
for Completing the Sarjana Program
in the Department of English Education**

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2013**

MOTTO AND DEDICATION

Motto:

- ❖ Losing is when we never do anything.
- ❖ Today has to be better than yesterday and tomorrow has to be better than today.
- ❖ Always be positive thinking.

Dedication:

He dedicates this skripsi to:

- ❖ Allah SWT the Almighty
- ❖ His beloved parents who always gives support
- ❖ His beloved best friend (especially who did *PPL* at SMA 2 Kudus in year 2012)
- ❖ His beloved classmates during studying at Muria Kudus University
- ❖ All of Formi's members who always give motivation

ADVISORS' APPROVAL

This is to certify that the Skripsi of Zulfan Ade Setiawan (NIM: 2009-32-132) has been approved by the skripsi advisors for further approval by the Examining Committee.

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Kudus, July 2013

The Writer



ABSTRACT

Setiawan, Zulfan Ade. 2013. *The Authentic Material Used by The Students of English Education Department, Muria Kudus University in Teaching Practice Program (PPL) at SMA 2 Kudus in the Academic Year 2012/2013*. Skripsi, English Education Department, Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Drs. H. Muh. Syafei, M.Pd, (2) Atik Rokhayani, S.Pd, M.Pd.

Key Words: *Authentic Material, and Teaching Practice Program (PPL)*

English is learned as a foreign language in Indonesia. The Indonesians acquire English in the formal school, but factually many Indonesian high school graduates leave school unable to communicate in English. To decrease it, the teachers are demanded to teach effectively by interesting media, technique or even material. Designing Authentic Material in lesson plan is a good choice in foreign language class because authentic materials are print materials and activities used in the classroom that they will be used in the lives of learners outside their classes. Authentic materials in the classroom are stretches of real language, produced by native speakers or writers for real audiences and designed to convey real messages of some sort. Internet, newspapers, magazines, TV programs, movies, songs and literature are the common source of authentic material.

The objectives of this research are to find out what and how the authentic materials used by the teacher trainees of EED, UMK in teaching practice program (PPL) at SMA 2 Kudus in the academic year 2012/2013.

Descriptive qualitative research is applied in this research to solve the problem by collecting, classifying, and analysing the data carried out for describing and summarizing a certain situation objectively. Authentic material is the data, and the data sources are lesson plan, video teaching, and interviewing.

The result of this research indicates that the authentic material used by the teacher trainees of EED, UMK in teaching practice program (PPL) at SMA 2 Kudus in the academic year 2012/2013 are pictures, realia, authentic text from internet, audio and video, and authentic activities. Those materials were applied by teacher trainees for teaching narrative text, recount text, past tense, passive voice, adjective clause, advertisement, and some expression of feeling. The use of authentic materials by the teacher trainees of English Education Department, Muria Kudus University in teaching practice program (PPL) at SMA 2 Kudus in the academic year 2012/2013 are 56%.

The writer suggests that the English teacher can use authentic material for all English material and combine it with various method and technique in teaching. They should select an appropriate authentic material for their students to get maximal achievement and decrease burdening. Finally, the writer hopes that this skripsi can be a reference for them who want to know more about applying authentic material in English classroom.

RINGKASAN

Setiawan, Zulfan Ade. 2013. *Penggunaan Authentic Material oleh Mahasiswa Pendidikan Bahasa Inggris, Universitaas Muria Kudus dalam Praktik Pengalaman Lapangan (PPL) di SMA 2 Kudus Tahun Ajaran 2012/2013*. Skripsi, Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Pembimbing: (1) Drs. H. Muh. Syafei, M.Pd, (2) Atik Rokhayani, S.Pd, M.Pd.

Kata Kunci : *Authentic Material, dan Praktik Penglaman Lapangan (PPL)*

Bahasa Inggris dipelajari sebagai bahasa asing di Indonesia. Orang Indonesia mempelajari bahasa Inggris di sekolah formal, tapi faktanya lulusan SMA Indonesia lulus tanpa mampu berkomunikasi dalam bahasa Inggris. Untuk menguranginya, para guru dituntut untuk mengajar secara efektif dengan media, teknik atau bahkan materi yang menarik. Menggunakan *authentic material* dalam RPP adalah pilihan yang baik di kelas bahasa asing karena *authentic material* adalah material tercetak dan kegiatan yang digunakan dalam kelas yang mereka akan digunakan dalam kehidupan di luar kelas. *Authentic material* menekankan bahasa asli, diproduksi oleh penutur atau penulis asli untuk pembelajar dan dirancang untuk menyampaikan pesan nyata. Internet, koran, majalah, program TV, film, lagu dan sastra adalah sumber umum dari *authentic material*.

Tujuan dari penelitian ini akan mengetahui apa dan bagaimana *authentic material* yang digunakan oleh praktikan PBI, UMK dalam Praktik Pengalaman Lapangan (PPL) di SMA 2 Kudus pada tahun akademik 2012/2013.

Penelitian deskriptif kualitatif digunakan dalam penelitian ini untuk memecahkan masalah dengan mengumpulkan, mengklasifikasikan, dan menganalisis data yang selanjutnya digunakan untuk menggambarkan dan meringkas situasi tertentu secara objektif. *Authentic material* adalah data dan sumber datanya adalah RPP, video mengajar, dan wawancara.

Hasil dari penelitian ini menunjukkan bahwa *authentic material* yang digunakan oleh praktikan PBI, UMK dalam Praktik Pengalaman Lapangan (PPL) di SMA 2 Kudus pada tahun akademik 2012/2013 adalah gambar, realia, teks otentik dari internet, audio and video, dan aktifitas otentik. Material tersebut diaplikasikan oleh praktikan untuk mengajar *narrative text, recount text, past tense, passive voice, advertisement*, dan beberapa ekspresi perasaan. Penggunaan *authentic material* oleh praktikan PBI, UMK dalam Praktik Pengalaman Lapangan (PPL) di SMA 2 Kudus pada tahun akademik 2012/2013 adalah sebesar 56%.

Penulis menyarankan agar guru Bahasa Inggris dapat menggunakan *authentic material* di semua materi dan dapat mengkombinasikannya dengan berbagai metode dan teknik pengajaran. Guru Bahasa Inggris harus memilih *authentic material* yang cocok untuk siswanya untuk mendapatkan hasil maksimal dan menghindari kebingungan. Akhirnya, penulis berharap bahwa skripsi ini dapat menjadi referensi untuk mereka yang ingin mengetahui lebih banyak tentang penggunaan *authentic material* di kelas Bahasa Inggris.

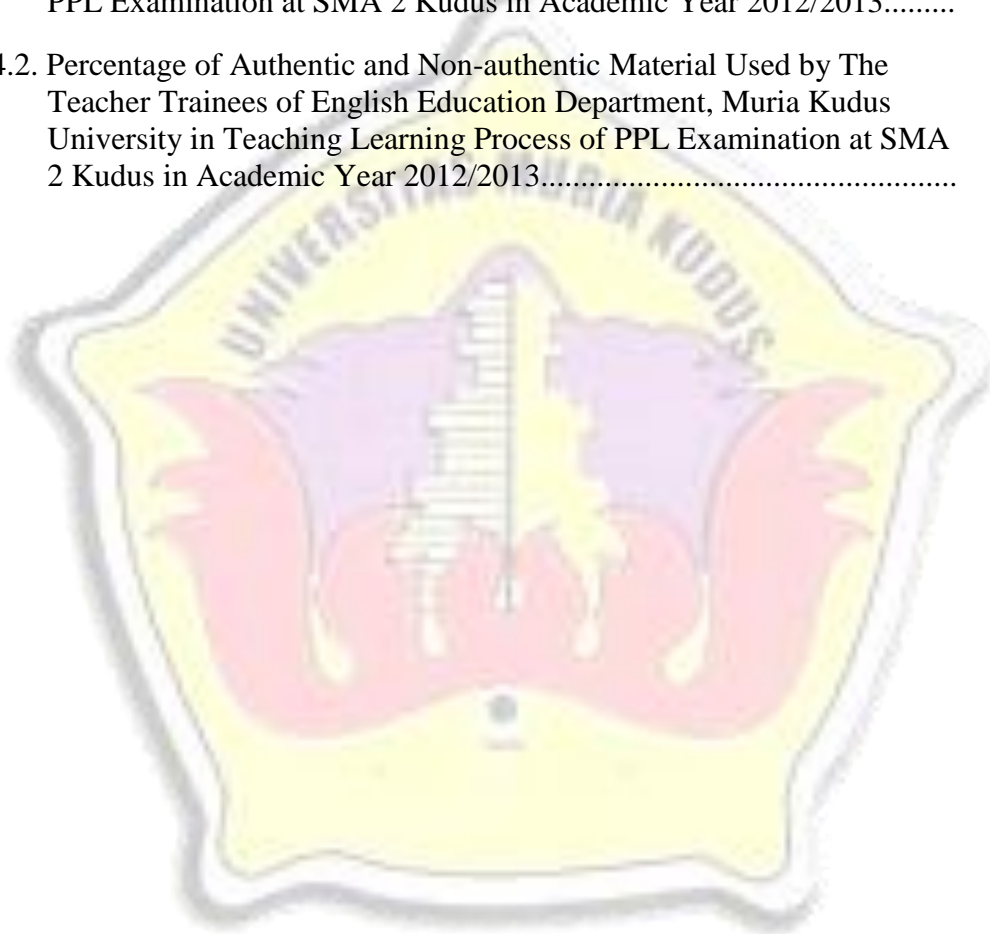
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